



Section V — Sample Worksheets

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Worksheets One and Two for Sections III and IV

- **Sample Worksheet One: School Curriculum Alignment to State Content Standards: English-Language Arts**
- **Sample Worksheet Two: School Curriculum Alignment to State Content Standards: Mathematics**



School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

Content Area _____ Grade level/course _____

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Reading (Grades Nine and Ten with two standards from Grade Eight as noted)			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.			
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.			
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.			
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).			
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.			

Source: CAHSEE Language Arts Blueprint approved by the State Board of Education on December 7, 2000.



School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
<i>Structural Features of Informational Materials</i>			
†8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).			
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.			
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.			
<i>Comprehension and Analysis of Grade-Level-Appreciated Text</i>			
2.3 Generate relevant questions about readings on issues that can be researched.			
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.			
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.			
2.6 Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).			

† Eighth-grade content standard.

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Expository Critique 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).			
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analysis of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
Structural Features of Literature 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>			
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.			
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.			
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.			
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).			
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.			
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.			
3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.			
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature:			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Literary Criticism			
† 8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)			
3.1.1 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)			
3.1.2 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)			
Writing (Grades Nine and Ten)			
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.			
Organization and Focus			
1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.			
1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.			

† Eighth-grade content standard.

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Research and Technology			
1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.			
1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).			
1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).			
1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.			
1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).			
1.8 Design and publish documents by using advanced publishing software and graphic programs.			
Evaluation and Revision			
1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.			
Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:			
2.1 Write biographical or autobiographical narratives or short stories:			
a. Relate a sequence of events and communicate the significance of the events to the audience.			
b. Locate scenes and incidents in specific places.			
c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.			
d. Pace the presentation of actions to accommodate changes in time and mood.			
e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.			
2.2 Write responses to literature:			
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.			
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.			
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.			
2.3 Write expository compositions, including analytical essays and research reports:			
a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.			
b. Convey information and ideas from primary and secondary sources accurately and coherently.			
c. Make distinctions between the relative value and significance of specific data, facts, and ideas.			
d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.			
e. Anticipate and address readers' potential misunderstandings, biases, and expectations.			
f. Use technical terms and notations accurately.			
2.4 Write persuasive compositions:			
a. Structure ideas and arguments in a sustained and logical fashion.			
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.			
d. Address readers' concerns, counterclaims, biases, and expectations.			
2.5 Write business letters:			
a. Provide clear and purposeful information and address the intended audience appropriately.			
b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.			
c. Highlight central ideas or images.			
d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.			
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):			
a. Report information and convey ideas logically and correctly.			
b. Offer detailed and accurate specifications.			
c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).			
d. Anticipate readers' problems, mistakes, and misunderstandings.			

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School Curriculum Alignment to State Content Standards English-Language Arts Sample Worksheet One

California Content Standard	Degree of Emphasis		
	Strong	Some	No
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.			
<i>Grammar and Mechanics of Writing</i>			
1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).			
1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).			
1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.			
<i>Manuscript Form</i>			
1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.			
1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			

2 Essays

1 from standards 2.2 or 2.3

Response to Literature or Analytic Essay (Expository Writing)

1 from standards 2.1, 2.4 or 2.5

Biography, persuasion, business letter

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

Content Area _____ Grade level/course _____

California Mathematics Standards Grade 6		Degree of Emphasis		
		Strong	Some	No
By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.				
Grade 6: Statistics, Data Analysis, and Probability				
1.0	Students compute and analyze statistical measurements for data sets:			
1.1	Compute the range, mean, median, and mode of data sets.			
1.2	Understand how additional data added to data sets may affect these computations of measures of central tendency.			
1.3	Understand how the inclusion or exclusion of outliers affects measures of central tendency.			
1.4	Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.			
2.0	Students use data samples of a population and describe the characteristics and limitations of the samples:			
2.1	Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample.			

Source: CAHSEE Mathematics Blueprint approved by the State Board of Education on December 7, 2000.



School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 6		Degree of Emphasis		
		Strong	Some	No
2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.			
2.3	Analyze data displays and explain why the way in which the question was asked might have influenced the results obtained and why the way in which the results were displayed might have influenced the conclusions reached.			
2.4	Identify data that represent sampling errors and explain why the sample (and the display) might be biased.			
2.5	Identify claims based on statistical data and, in simple cases, evaluate the validity of the claims.			
3.0	Students determine theoretical and experimental probabilities and use these to make predictions about events:			
3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.			
3.2	Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven).			
3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1-P$ is the probability of an event not occurring.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 6		Degree of Emphasis		
		Strong	Some	No
3.4	Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent trials, is the product of the two probabilities.			
3.5	Understand the difference between independent and dependent events.			



School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
<p>By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.</p>				
Grade 7: Number Sense				
1.0	Students know the properties of, and compute with, rational numbers expressed in a variety of forms:			
1.1	Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.			
1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.			
1.3	Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.			
1.4	Differentiate between rational and irrational numbers.			
1.5	Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
1.6	Calculate the percentage of increases and decreases of a quantity.			
1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.			
2.0	Students use exponents, powers, and roots and use exponents in working with fractions:			
2.1	Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base.			
2.2	Add and subtract fractions by using factoring to find common denominators.			
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.			
2.4	Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.			
2.5	Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
Grade 7: Algebra and Functions				
1.0	Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:			
1.1	Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description (e.g., three less than a number, half as large as area A).			
1.2	Use the correct order of operations to evaluate algebraic expressions such as $3(2x + 5)^2$.			
1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.			
1.4	Use algebraic terminology (e.g., variable, equation, term, coefficient, inequality, expression, constant) correctly.			
1.5	Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph.			
2.0	Students interpret and evaluate expressions involving integer powers and simple roots:			
2.1	Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
2.2	Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.			
3.0	Students graph and interpret linear and some nonlinear functions:			
3.1	Graph functions of the form $y = nx^2$ and $y = nx^3$ and use in solving problems.			
3.2	Plot the values from the volumes of three-dimensional shapes for various values of the edge lengths (e.g., cubes with varying edge lengths or a triangle prism with a fixed height and an equilateral triangle base of varying lengths).			
3.3	Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph.			
3.4	Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.			
4.0	Students solve simple linear equations and inequalities over the rational numbers:			
4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.			
4.2	Solve multistep problems involving rate, average speed, distance, and time or a direct variation.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
Grade 7: Measurement and Geometry				
1.0	Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems:			
1.1	Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).			
1.2	Construct and read drawings and models made to scale.			
1.3	Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.			
2.0	Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:			
2.1	Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders.			
2.2	Estimate and compute the area of more complex or irregular two- and three-dimensional figures by breaking the figures down into more basic geometric objects.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
2.3	Compute the length of the perimeter, the surface area of the faces, and the volume of a three-dimensional object built from rectangular solids. Understand that when the lengths of all dimensions are multiplied by a scale factor, the surface area is multiplied by the square of the scale factor and the volume is multiplied by the cube of the scale factor.			
2.4	Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units ($1 \text{ square foot} = 144 \text{ square inches}$ or $[1 \text{ ft}^2] = [144 \text{ in}^2]$, 1 cubic inch is approximately $16.38 \text{ cubic centimeters}$ or $[1 \text{ in}^3] = [16.38 \text{ cm}^3]$).			
3.0	Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures:			
3.1	Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.			
3.2	Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections.			
3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
3.4	Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.			
3.5	Construct two-dimensional patterns for three-dimensional models, such as cylinders, prisms, and cones.			
3.6	Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).			
Grade 7: Statistics, Data Analysis, and Probability				
1.0	Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set by hand and through the use of an electronic spreadsheet software program:			
1.1	Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.			
1.2	Represent two numerical variables on a scatterplot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables (e.g., between time spent on homework and grade level).			
1.3	Understand the meaning of, and be able to compute the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
Grade 7: Mathematical Reasoning				
1.0	Students make decisions about how to approach problems:			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.			
1.2	Formulate and justify mathematical conjectures based on a general description of the mathematical question or problem posed.			
1.3	Determine when and how to break a problem into simpler parts.			
2.0	Students use strategies, skills, and concepts in finding solutions:			
2.1	Use estimation to verify the reasonableness of calculated results.			
2.2	Apply strategies and results from simpler problems to more complex problems.			
2.3	Estimate unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques.			
2.4	Make and test conjectures by using both inductive and deductive reasoning.			
2.5	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards Grade 7		Degree of Emphasis		
		Strong	Some	No
2.6	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.			
2.7	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.			
2.8	Make precise calculations and check the validity of the results from the context of the problem.			
3.0	Students determine a solution is complete and move beyond a particular problem by generalizing to other situations:			
3.1	Evaluate the reasonableness of the solution in the context of the original situation.			
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.			
3.3	Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards 8–12		Degree of Emphasis		
		Strong	Some	No
Algebra I				
Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.				
1.0	Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:			
1.1	Students use properties of numbers to demonstrate whether assertions are true or false.			
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.			
3.0	Students solve equations and inequalities involving absolute values.			
4.0	Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x - 5) + 4(x - 2) = 12$.			
5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.			
6.0	Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).			

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School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards 8-12		Degree of Emphasis		
		Strong	Some	No
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.			
8.0	Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.			
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.			
10.0	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.			
11.0	Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.			
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.			
13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.			
14.0	Students solve a quadratic equation by factoring or completing the square.			

Source: CAHSEE Mathematics Blueprint approved by the State Board of Education on December 7, 2000.



School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards 8-12	Degree of Emphasis		
	Strong	Some	No
15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.			
16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.			
17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.			
18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.			
19.0 Students know the quadratic formula and are familiar with its proof by completing the square.			
20.0 Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.			
21.0 Students graph quadratic functions and know that their roots are the x -intercepts.			
22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.			
23.0 Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.			
24.0 Students use and know simple aspects of a logical argument:			
24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.			

Source: CAHSEE Mathematics Blueprint approved by the State Board of Education on December 7, 2000.



School Curriculum Alignment to State Content Standards Mathematics

Sample Worksheet Two

California Mathematics Standards 8-12		Degree of Emphasis		
		Strong	Some	No
24.2	Students identify the hypothesis and conclusion in logical deduction.			
24.3	Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.			
25.0	Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to or disprove statements:			
25.1	Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.			
25.2	Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.			
25.3	Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.			

Source: CAHSEE Mathematics Blueprint approved by the State Board of Education on December 7, 2000.



School Program Implementation Checklists and Worksheets for Section III

- **School Program Implementation Checklists:**
 - Step 1 – Professional Development
 - Step 2 – Staff Development
 - Step 3 – School Leadership
 - Step 4 – Monitoring Student Progress
 - Step 5 – Communications
- **Sample Worksheet Three: Student Questionnaire about CAHSEE Preparation**
- **Sample Worksheet Four: Individual Staff CAHSEE Preparation Analysis**
- **Sample Worksheet Five: Evaluation of Remediation Programs**
- **Sample Worksheet Six: Program Change Proposal**

School Site Program Implementation Checklist

Step 1 – Professional Development

Early Stage	Mid-Stage	Full Implementation
<input type="checkbox"/> Training occurs for teachers but does not always precede implementation of English-language arts and math remediation (and is not necessarily standards-based). <input type="checkbox"/> Follow up training is sporadic or nonexistent. <input type="checkbox"/> Teachers do not have regular classroom coaching support. <input type="checkbox"/> English-language arts and mathematics coaches may be poorly trained and perceived by some teachers as outside evaluators. <input type="checkbox"/> School staff needs additional training in order to have a good understanding of the school's English-language arts and mathematics remediation programs. <input type="checkbox"/> Administrators may need more staff development in order to fully understand the complexities of the English-language arts and mathematics programs. <input type="checkbox"/> Course descriptions are out-of-date and not aligned to state academic content standards.	<input type="checkbox"/> Majority of English-language arts and mathematics teachers are trained prior to implementing the program. <input type="checkbox"/> Ongoing standards-based training is occurring for English-language arts and mathematics teachers but it may not be frequent or complete enough to fully support their needs. <input type="checkbox"/> Well trained English-language arts and mathematics coach(es) are making frequent visits and offering substantial assistance to teachers. <input type="checkbox"/> Perception that coaches are evaluators has almost been eliminated. <input type="checkbox"/> Administrators are participating in ongoing training for the English-language arts and mathematics programs. <input type="checkbox"/> Some course descriptions are up-to-date and aligned to state academic content standards.	<input type="checkbox"/> All English-language arts and mathematics teachers are trained prior to implementing programs. <input type="checkbox"/> Training is ongoing and a part of a systemic staff development program. <input type="checkbox"/> English-language arts and mathematics coaches are well trained and provide frequent ongoing assistance to teachers. <input type="checkbox"/> English-language arts and mathematics coaches are welcomed and trusted by classroom teachers and are not perceived as part of the district's evaluation process. <input type="checkbox"/> Administrators regularly participate in staff development and collaborate with other site administrators to gain a broader perspective and understanding of the English-language arts and mathematics programs. <input type="checkbox"/> All course descriptions are up-to-date and aligned to state academic content standards.

School Site Program Implementation Checklist Step 2 – Staff Support

Early Stage	Mid-Stage	Full Implementation
<input type="checkbox"/> English-language arts and mathematics coaches may be supplied from outside the school district due to lack of trained, experienced site coaches.	<input type="checkbox"/> Trained district coaches are available to support English-language arts and mathematics teachers on a frequent basis.	<input type="checkbox"/> Trained district coaches are available to support all English-language arts and mathematics teachers.
<input type="checkbox"/> Coaching support is a new experience for most English-language arts and mathematics teachers.	<input type="checkbox"/> District coaches prioritize their support time to better assist 1st year teachers teaching English-language arts and mathematics, seasoned teachers seeking assistance, etc.	<input type="checkbox"/> District coaches make frequent visits to classrooms and well-established coaching plans are in place for each teacher.
<input type="checkbox"/> English-language arts and mathematics teachers may need modeling/coaching to learn how to help students to become independent learners.	<input type="checkbox"/> English-language arts and mathematics teachers are becoming more familiar and comfortable with monitoring and collecting student data.	<input type="checkbox"/> Administrators drop in frequently to guide and monitor the program.
<input type="checkbox"/> Mastery is a new process for most English-language arts and mathematics teachers, which may be questioned.	<input type="checkbox"/> Teachers understand the program monitoring data but may still be asking the question "So what do I do now as a result of the data?"	<input type="checkbox"/> Teachers can easily identify students having difficulties by using the monitoring reports, which include the number of lessons taught and student mastery.
<input type="checkbox"/> Monitoring system is new and not used systematically to make continuous program changes by the English-language arts and mathematics teachers.	<input type="checkbox"/> Teachers are becoming more self reflective learners, and as a result their English-language arts and mathematics teaching strategies are improving.	<input type="checkbox"/> Reflection is accepted and practiced as a regular part of the coaching/learning process for teacher and student.
<input type="checkbox"/> The program is new and full of learning challenges and teachers/coaches are just beginning the reflective learning process.		
<input type="checkbox"/> Teacher self-reflection at the beginning of the new programs is sometimes difficult.		

School Site Program Implementation Checklist

Step 3 – School Leadership

Early Stage	Mid-Stage	Full Implementation
<input type="checkbox"/> Leadership for improved English-language arts and mathematics scores is top-down from the district.	<input type="checkbox"/> Principal's effective communication with the district assists in facilitating coordinated support of the English-language arts and mathematics program.	<input type="checkbox"/> Principal serves as leader for a formalized school site governance system which represents a broad learning community.
<input type="checkbox"/> The school has a governance system, but it does not represent a broad learning community knowledgeable and dedicated to improving student English-language arts and mathematics.	<input type="checkbox"/> All stakeholders are beginning to discuss the importance of a schoolwide English-language arts program.	<input type="checkbox"/> Principal ensures that all stakeholders know about the school's learning options, resources, and intervention programs.
<input type="checkbox"/> Leadership is not systematically ensuring that all stakeholders know about the school's learning options, resources, and intervention programs.	<input type="checkbox"/> School's instructional goals are well defined and include systemic plans for improved student English-language arts and mathematics across the curriculum.	<input type="checkbox"/> Principal promotes systems planning which fosters collaboration, communication, and continuous improvement.
<input type="checkbox"/> Ideas related to improving the English-language arts and mathematics program often compete with ideas for other program needs and resource allocations.	<input type="checkbox"/> Ideas, innovations, and input from the school stakeholders are valued; are considered in the review and revision of the English-language arts and mathematics goals; and are linked to district's goals, content standards, and site program improvement goals.	<input type="checkbox"/> Principal coordinates the site English-language arts and mathematics programs with other district special service programs such as Special Education, English as a Second Language, etc.
<input type="checkbox"/> Leadership for the English-language arts and mathematics programs is not provided by a Site Team.	<input type="checkbox"/> Principal is actively involved in Site Team's planning and goal setting.	<input type="checkbox"/> Site Team meets regularly and communicates regularly with other school staff.
	<input type="checkbox"/> Site Team meets occasionally.	

School Site Program Implementation Checklist

Step 4 – Monitoring Student Progress

Early Stage	Mid-Stage	Full Implementation
<input type="checkbox"/> Many students are misplaced in English-language arts and mathematics classes when school begins because of wrong data or lack of data.	<input type="checkbox"/> Numbers of misplaced students in English-language arts and mathematics classes when school begins has been drastically reduced because the assessment process has been improved.	<input type="checkbox"/> Few students are misplaced in English-language arts and mathematics classes when school begins as the assessment process is now standardized.
<input type="checkbox"/> Placement procedures for new and/or transfer students entering the school throughout the year do not exist.	<input type="checkbox"/> Placement procedures for new and/or transferring students are developed, understood, and used by counselors.	<input type="checkbox"/> New and transfer students are accurately assessed and placed immediately upon arrival at the school.
<input type="checkbox"/> School is having difficulty coordinating the placement of special student populations, such as special education student and/or English Language Learners into the correct English-language arts or mathematics classes.	<input type="checkbox"/> School and district have resolved most placement issues related to special education students and ELL.	<input type="checkbox"/> Placement of special student populations in English-language arts and mathematics classes is not an issue.
<input type="checkbox"/> Assessment and placement in classes may be based on SAT/9 test scores "only."	<input type="checkbox"/> Data used to place students in English-language arts and mathematics classes comes from "multiple" assessment measures.	<input type="checkbox"/> Teachers are comfortable with multiple assessment measure and are using them correctly to recommend placement into English-language arts and mathematics classes.
<input type="checkbox"/> No student assessment data is available except formative assessment.	<input type="checkbox"/> Schools now have summative as well as formative data to make program refinements.	<input type="checkbox"/> District/site have a systemic English-language arts and mathematics assessment process in place and are using multiple measures of assessment for ongoing program improvement.
<input type="checkbox"/> Research and Evaluation may not be adequately informed about the site programs and/or it may not be used to the fullest extent possible to assist in collecting and analyzing English-language arts and mathematics data.	<input type="checkbox"/> Research and Evaluation is knowledgeable about the English-language arts and mathematics program assessments and assists in the collection and interpretation of student achievement data.	<input type="checkbox"/> Administrators and teachers are comfortable using both summative and formative student assessment data.

School Site Program Implementation Checklist

Step 5 – Communications

Early Stage	Mid-Stage	Full Implementation
<ul style="list-style-type: none"> <input type="checkbox"/> A English-language arts and mathematics program communication process is not in place, and as a result, confusion exists among students, parents, and staff about the English-language arts and mathematics program and its expectations. <input type="checkbox"/> Limited school communication about the English-language arts and mathematics program is occurring to students, parents, staff, and district. <input type="checkbox"/> Parent conferences do not consistently occur when a student enters an intervention program. <input type="checkbox"/> School administration is supportive, but principal may not be personally involved in developing and implementing the communication process. <input type="checkbox"/> Formation of a Site English-Language Arts/Mathematics Team has been mentioned but is not in place to help with communication process. 	<ul style="list-style-type: none"> <input type="checkbox"/> School communication plan has been developed and some parts are implemented. <input type="checkbox"/> Clearer communication about putting English-language arts and mathematics in the master schedule is occurring, and more creative solutions to address electives are developing. <input type="checkbox"/> Parent conferences are occurring most of the time with placing a student in an English-language arts or mathematics support class. <input type="checkbox"/> Principal is providing the necessary leadership to fully implement a communication plan. <input type="checkbox"/> Site Teams are actively involved with implementation and is beginning to communicate student successes with staff, students, and parents. <input type="checkbox"/> School site staff are beginning to realize the necessity of a strong English-language arts and mathematics program. <input type="checkbox"/> English-language arts and mathematics teachers communicate regularly with all stakeholders concerning the number of lessons covered and student mastery. <input type="checkbox"/> District/county office staff are occasionally included at district principal meeting, site meetings, and county meetings to discuss English-language arts and mathematics programs. 	<ul style="list-style-type: none"> <input type="checkbox"/> School communication plan is in place and communication is occurring on a regular basis with staff, students, parents, district office, coaches, county office, and counselors. <input type="checkbox"/> Parents conferences systematically occur when placing student in support classes. <input type="checkbox"/> Administration is a member of the Site Team, attends regular meetings, collaborates with staff to support the intervention programs, and communicates its successes. <input type="checkbox"/> Site Teams communicate regularly with the whole staff, celebrates excellence, and serves as a decision-making voice in the allocation of site resources to support school goals. <input type="checkbox"/> English-language arts and mathematics teachers communicate regularly with all stakeholders concerning the number of lessons covered and student mastery. <input type="checkbox"/> District/county staff are included on a regular basis at district principal meetings, site meetings, and county meetings to discuss English-language arts and mathematics programs.



Student Questionnaire about CAHSEE Preparation Sample Worksheet Three

Purpose: to obtain data from students who have taken the CAHSEE at least once to evaluate the effectiveness of current classroom instruction and other support activities in helping them to prepare for the CAHSEE.

_____ is asking for your help in improving the programs offered to
(School Name)
students taking the California High School Exit Exam (CAHSEE). Please use the questions below to consider how you would improve your own score, and to suggest improvements to your school program.

Grade Level: _____

Last CAHSEE Testing Date: _____

Test Taken: (Check those tests completed): Math _____ English-Language Arts _____

Before the testing date above, how many times have you taken the CAHSEE? _____

Difference between your score and the passing score:

Math

English-Language Arts

Your Score _____ Passing Score 350

Your Score _____ Passing Score 350

In what specific areas do you still need to improve, according to the test results?

If you have not yet passed the exam, what score goal have you set for the next test?

Math: _____ English-Language Arts: _____

What will you do to help you reach this goal, and how can the school help?



Student Questionnaire about CAHSEE Preparation Sample Worksheet Three

What are the programs, teachers, or classes doing to help you pass or increase your score on the CAHSEE?

What specific activities, tools, or strategies were most helpful?

If you have not yet passed the CAHSEE test, what suggestions would you make to improve programs to help you the next time you take the test? Think of the programs, the teachers, and the timing of programs. Describe specific changes that the school could make to help you to pass the test the next time it is given.



Individual Staff CAHSEE Preparation Analysis

Sample Worksheet Four

Staff Member: _____

Department: _____

Responsibilities: (Formal Instruction and Other Activities) _____

Areas of formal instruction in which you are likely to impact students who will be taking the CAHSEE, or who have taken it but have not yet passed:

Individual actions you can take to improve the passage rates of these students:

Areas of informal instruction or support in which you are likely to impact students who will be taking the CAHSEE, or who have taken it but have not yet passed:

Individual actions you can take to improve the passage rates of these students:



Evaluation of Remediation Programs

Sample Worksheet Five

Staff members directly involved in making programmatic changes should evaluate remediation programs for possible changes. Questions asked might include the following:

a. Program choices:

Are separate program choices offered for those students who may simply need some rehearsal of basic skills and may not require complete remediation programs?

For those students who may require intensive, ongoing remediation, does this remediation provide a variety of options?

Do the programs provided for all students take into account their schedules, primary language, and economic responsibilities?

b. Changes in timing:

Does summer school attract students who are in need of remediation? Is there a schedule during summer school that will do so? For example?

Do after-school programs attract students? What changes in scheduling are possible in the regular school day to support remediation efforts?

Is it possible to use out of class time creatively, with early morning, Saturday, or even Sunday evening classes offered to meet student needs?

c. Program staffing:

Are programs staffed with the most knowledgeable and responsible staff available?



Evaluation of Remediation Programs

Sample Worksheet Five

Does compensation for staff participation reflect the difficulty of the assignment?

Does staff receive necessary support in terms of materials and facilities, as well as a reduction in other responsibilities when required?

d. Materials:

Have all possible materials been examined and evaluated for their effectiveness with students?

Do materials within any class offer a choice to reflect the differences in student needs?

Are student choice and preference consulted in the choice of materials?

e. Instruction:

Is classroom instruction aligned to state academic content standards? If so, how?

Does instruction for students include constant evaluation of progress and reference to the necessary goals?

Do administrators, peers and students consistently evaluate instruction?

Do remediation opportunities teach skills aligned to state standards rather than provide item-by-item practice?



Program Change Proposal – CAHSEE

Sample Worksheet Six

Proposed change: _____

Date of proposed change: _____

Description of the students the change will affect: _____

Staff responsible and description of responsibilities: _____

Reason for the proposed change: (Include data) _____

Possible funding source for proposed change: _____

Other changes considered and why not implemented:



Program Change Proposal – CAHSEE

Sample Worksheet Six

Describe the process for determining whether the change is successful. Include the pre- and post-data to be compared, the dates of data collection, and the responsibilities of staff to collect data to evaluate the change.

Include below all costs, including staff training, materials, and student support costs:



Worksheets Seven Through Twelve for Section IV Only

- **Sample Worksheet Seven: A Suggested Site Action Plan for Providing Supplemental Instruction**
- **Sample Worksheet Eight: Review of Content Standards Alignment by Class – Mathematics**
- **Sample Worksheet Nine: Review of Content Standards Alignment by Class – English-Language Arts**
- **Sample Worksheet Ten: Suggested Teacher Planning Guide for Designing Standards-based Instruction**
- **Sample Worksheet Eleven: Identification of Students in Need of Support for CAHSEE – English-Language Arts**
- **Sample Worksheet Eleven: Identification of Students in Need of Support for CAHSEE – Mathematics**
- **Sample Worksheet Twelve: Individual Student Progress Toward CAHSEE**



A Suggested Site Action Plan for Providing Supplemental Instruction

Sample Worksheet Seven

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
Training Staff for CAHSEE				
Planning For Action				



A Suggested Site Action Plan for Providing Supplemental Instruction

Sample Worksheet Seven

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
Assessing Student Needs and Current Remediation Program				
Selecting Additional Intervention Options, if Necessary				



A Suggested Site Action Plan for Providing Supplemental Instruction

Sample Worksheet Seven

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
Identifying Staff for Remediation Training				
Placing Students and Monitoring Progress				



A Suggested Site Action Plan for Providing Supplemental Instruction

Sample Worksheet Seven

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished
Identifying Support Needs				
Communicating with Key Audiences				

Review of Content Standards Alignment by Class

Sample Worksheet Eight — Mathematics

	Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis, & Probability	Mathematical Reasoning
Step One Examine spring 2001 and 2002 CAHSEE released items to determine mathematics content assessed by each item.					
Step Two Released items: Which standards are covered?					
Other standards to consider: Which additional standards need to be covered?					

Review of Content Standards Alignment by Class

Sample Worksheet Eight – Mathematics

	Number Sense	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis, & Probability	Mathematical Reasoning
Steps Three What content, knowledge, and skills are students currently being taught? What grade level are the standards?					
What content, knowledge, and skills should students learn to be successful with the CAHSEE?					
Step Four What areas of strength and/or weakness are indicated by the data?					
What areas need more focus for student success?					

Review of Content Standards Alignment by Class

Sample Worksheet Nine – English-Language Arts

	Reading and Decoding			Writing		
	Vocabulary	Informational Reading	Literary Reading	Writing Strategies	Applications	Conventions (Spelling, Punctuation, and Grammar)
Step One Examine spring 2001 and 2002 CAHSEE released items to determine English-language arts content assessed by each item.						
Step Two Released items: Which standards are covered?						
Other standards to consider: Which additional standards need to be covered?						

Review of Content Standards Alignment by Class

Sample Worksheet Nine – English-Language Arts

	Reading and Decoding				Writing		
	Vocabulary	Informational Reading	Literary Reading	Writing Strategies	Applications	Conventions (Spelling, Punctuation, and Grammar)	
Steps Three What content, knowledge, and skills are students currently being taught? What grade level are the standards?							
What content, knowledge, and skills should students learn to be successful with the CAHSEE?							
Step Four What areas of strength and/or weakness are indicated by the data?							
What areas need more focus for student success?							



Suggested Teacher Planning Guide for Designing Standards-based Instruction

Sample Worksheet Ten

1. Content Standard(s) to be addressed

-
-
-
-
-

2. Knowledge and Skills Covered in the Standard(s) (Components)

Students should be able to:

-
-
-
-
-

3. Related Prerequisite Knowledge and Skills

Prior knowledge and skills students need to address components of the standard(s):

-
-
-
-
-



Suggested Teacher Planning Guide for Designing Standards-based Instruction Sample Worksheet Ten

4. Assessment Question(s)/Task(s)

The way(s) to measure a student's level of achievement on this activity as it relates to the identified standard(s) could be:

-
-
-
-
-

5. Instructional Activities for the Standard(s)

A classroom activity could include the following (brief description):

-
-
-
-
-



Suggested Teacher Planning Guide for Designing Standards-based Instruction

Sample Worksheet Ten

6. Instructional Materials/Supplies

The following materials, supplies, and/or equipment would be needed to complete the activity:

-
-
-
-
-

7. Instructional changes for Students with Special Needs

- ☐ English Learners
- ☐ Students with IEP or 504 plans
- ☐ Advanced Learners

Instructional changes could include:

-
-
-
-
-

[illegible]

[illegible]



Individual Student Progress Toward CAHSEE

Sample Worksheet Twelve

Name: _____ Grade: _____

	Concept	Major Steps, Key Action, Specific Tasks	Month/Date	Responsibility
Reading				
Writing				
Number Sense				
Algebra & Functions				
Measurement & Geometry				
Data Analysis, Statistics & Probability				